

# Tools for tasks in blended learning



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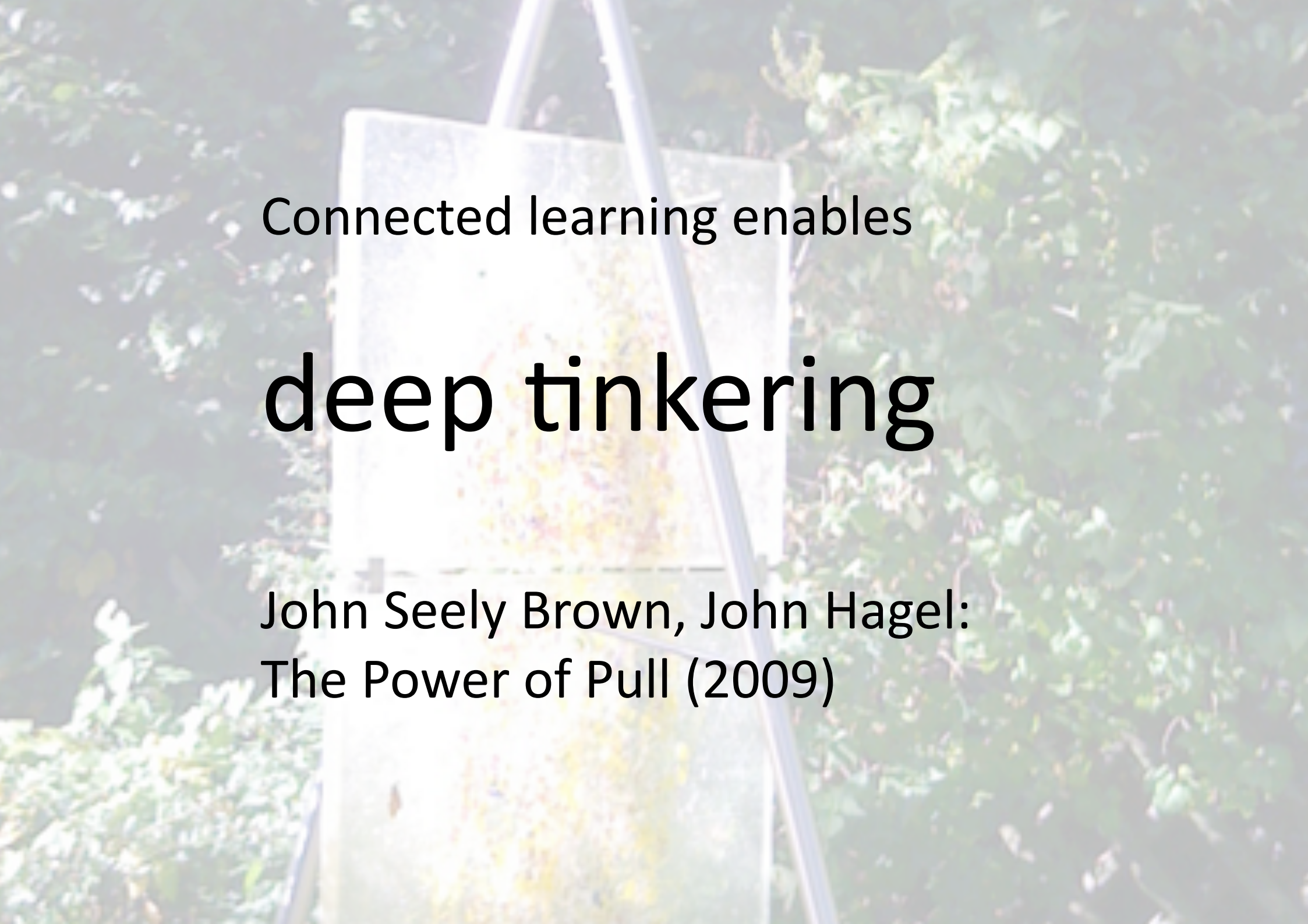
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# Learning is social



# Connected learning provides

- information access across networks
- the serendipity of incoming information
- the ability to form lasting, deep relationships based on shared interests and agendas
- opportunities to experiment, the wellspring of learning
- a challenge to traditional roles & structures



Connected learning enables

# deep tinkering

John Seely Brown, John Hagel:  
The Power of Pull (2009)


# Where I've been

- Moodle for academics
- Spotlight Online

## Language

Vocabulary Grammar Tests

Most recent



Medium

**Keith Richards tells it like it was**

"And here we were, driving back roads in a brand-new yellow Chevrolet Impala," Rolling Stone Keith Richards recalls in his autobiography, with the car stashed full of drugs. Listen to an excerpt of Johnny Depp reading the audiobook and learn storytelling from a master.

[Explore our Vocabulary archive](#)


## Week 1: Job search and CV

This week you will

- begin studying the Jobline LMU online modules: follow these external links to [job search](#) and [writing a CV](#)
- write and hand in the first draft of your CV
- find a job that you would like to apply for and analyse it using the Jobline LMU online modules
- write and hand in an analysis of the job you are applying for

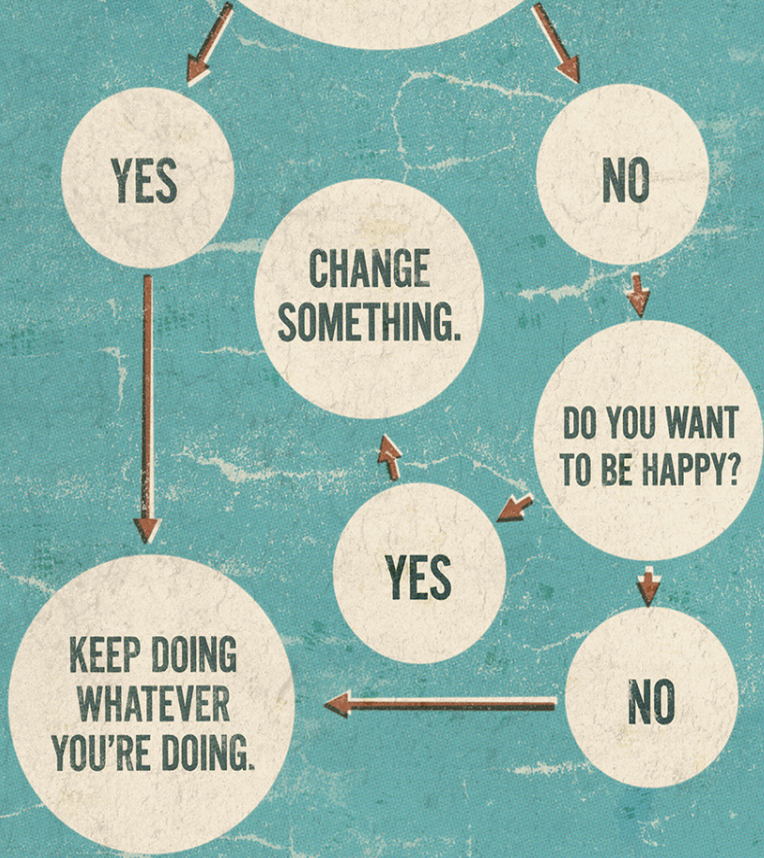
You will need about 6-7 hours for your online self-study and your written assignments (about 3 hours).

 [Assignments week 1](#)

 [How many hours did you study and write this week?](#)

- Nings: company courses & My English Club

# ARE YOU HAPPY?



# Online task culture

- Gear exercise to follow-up exercise
- Promote group responsibilities
- Clarify feedback procedures
- Promote performance through peer pressure and the act of performing before an audience
- Make connection to face to face course clear
- Connect tasks to learner's real environment

# Tools for writing

- Reflective: blog (Blogger, [Posterous](#))
- Communicative: chat, forum, blog comments, social networking (Ning, Twitter, Facebook)
- Explorative: forum/ case studies, expanding/reducing; wikis; chatbots (e.g. [ESLfast](#)); concordancers (e.g. [Collins](#))
- Using and creating picture prompts ([Tuxpi](#))
- Slideshow: storytelling ([Animoto](#))
- Quotes as prompts ([iWise](#))
- Peer created quizzes; quizzes for revision ([ProProfs](#))



# More tools for writing

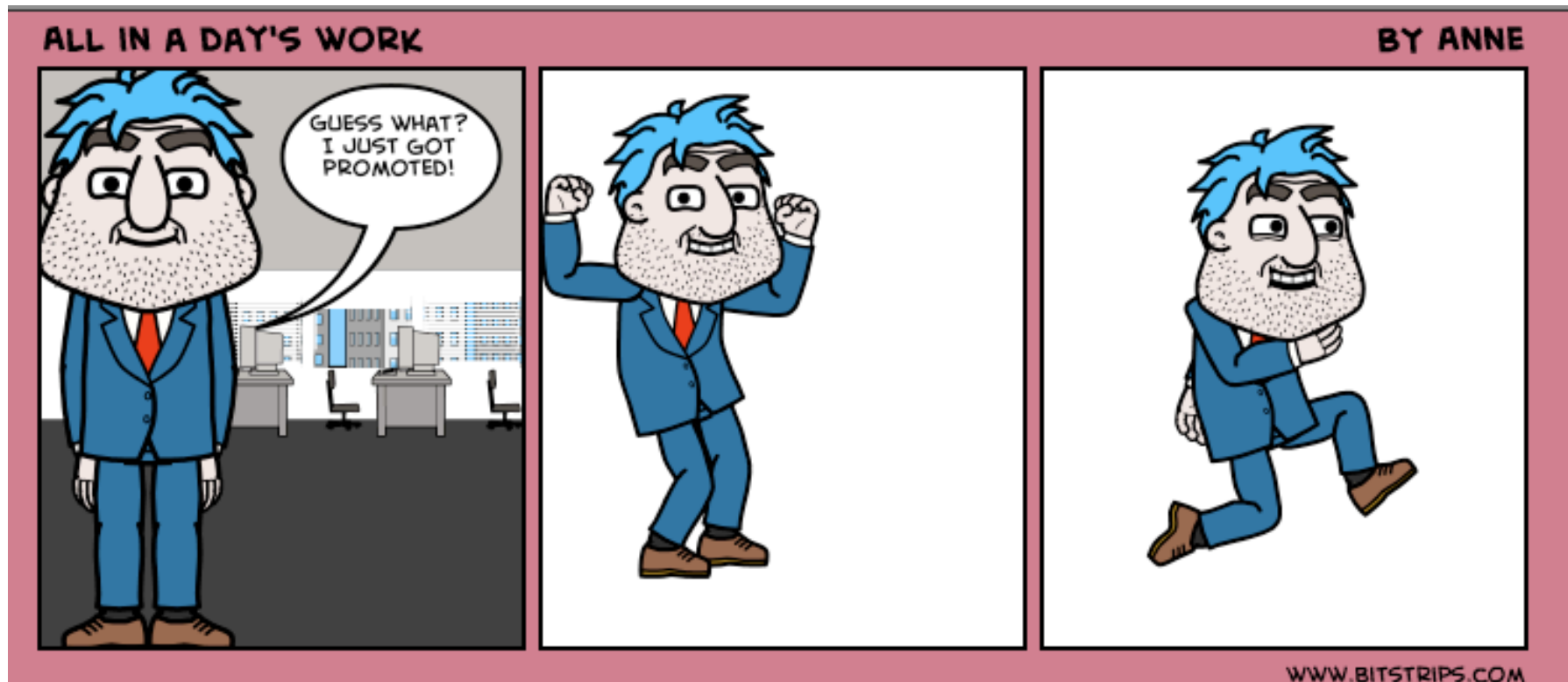
## Bitstrips

GETTING TOGETHER ONLINE

BY ANNE



# Create a comic strip



# Xtranormal: text to speech cartoon

The image displays the Xtranormal software interface, which is used for creating text-to-speech cartoons. The interface is divided into two main sections: a script editor on the left and a video player on the right.

**Script Editor (Left Panel):**

- WRITE THE SCRIPT:** This section shows a script with four dialogue blocks. Each block includes character avatars and a text box with speech content. The first block shows a character saying, "Hi Lucy. It's nice to finally meet you properly. So, can you tell me a little about yourself for our company website?". The second block shows a character responding, "Sure, Clara. What would you like to know?". The third block shows a character asking, "Well, for starters, where are you from?".
- DIRECT THE ACTION:** This section provides a list of icons for directing the characters' actions, such as a camera, a person walking, a smile, a surprised face, a hand pointing, a pause, and a speaker.
- MAGICAM:** This section is partially visible at the bottom left.

**Video Player (Right Panel):**

- The video player shows a 3D cartoon character with dark hair, wearing a white tank top with a red heart and blue jeans, standing in a modern office environment.
- Below the video player are playback controls, including a play button, a previous button, and a progress bar.

# Tools for reading

- Blogroll/ links on social network, Google Reader, RSS feeds
- social networking to discuss reading
- Tag clouds for prediction/ revision/ reconstruction/ comparison ([Wordle](#), [Tagxedo](#))
- [Visual thesaurus Vocabgrabber](#)
- [Cue prompter](#) (reading for gist/speed)

# Tools for listening

- podcasts, comprehension questions (news or e.g. [Manager Tools](#), [Business Spotlight](#))
- create gapfills (keep it simple: just docs! Also possible : quiz apps like [Quizlet](#) or [Hot Potatoes](#))
- dictation practice (e.g. [Business Spotlight](#), [LEO Network](#), [English Club](#) etc.)

# Tools for speaking

- visualisation software, mindmaps, stickies
- voice recording (GarageBand or Audacity, iTunes)
- Video (iTunes)
- text to voice ([iSpeech](#), [Voki](#))
- Skype
- Pecha Kucha presentation

# Reading up

- [Nik Peachey](#) (tools) & [Russell Stannard](#) (teacher training videos) and many more!
- [E-Moderation Station](#) by Nicky Hockly (The Consultants-e)
- Task suites: Sean Banville's [Breaking News English](#), Sue Lyons Jones's [Esol courses](#) and many more!
- My “community” tech blog [Ask Auntie Web](#)

# *Get tinkering!*



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